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ABSTRACT

Intended for use in conjunction with the Illinois Office of Education's School/Public Library Cooperative Community Planning Process Training Manual, this resource supplement contains guidelines for collecting information on planning team members; a suggested agenda for a cooperative planning training seminar; a suggested seminar evaluation form; guidelines for seminar group facilitators; communications exercises for use in training seminars; an outline for a group dynamics presentation; a set of training activities on group dynamics; an outline for a presentation on the principles involved in effecting change; a problem solving exercise for use by planning teams; planning worksheets for philosophy and purpose statements, needs assessment, goals and objectives development, resource identification, and activity planning; a force field analysis exercise for group problem solving; a review of possible team sharing activities; an outline for a presentation on resource awareness; and a list of resource networks and resource providers serving Illinois. (JL)

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ED215692

School/Public Library Cooperation:
A Community Planning Process for Illinois

Resource Supplement

A Cooperative Project of

Illinois Secretary of State
Jim Edgar
Secretary of State
and State Librarian

Illinois State Board of Education
Edward Copeland, Chairman
Donald G. Gill
State Superintendent of Education

IR010177

1982

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Foreword

The Effective Use of Resources Project (EURP) was a pilot project initiated prior to the 1981-82 school year to develop cooperative planning between school libraries and public libraries. The pilot project has produced a training process which could be used in any community in Illinois. The model assumes that the school district and/or public library have used some prior systematic needs identification process. Although originally targeted for the school and public library population, the model can be used for any team planning purpose.

EURP was initiated by the Illinois Library and Information Network (ILLINET), representing the library sector, and the Illinois Resource and Dissemination Network (IRDN), representing the education sector. Four Illinois communities whose libraries were affiliated with the Rolling Prairie Library System participated in the pilot project.

The project's goals were:

- **To generate interagency planning toward improving programs at the local level.**
- **To encourage communities to utilize public and school library personnel in planning for effective use of resources.**

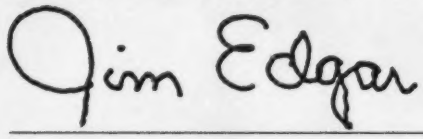
Based on the belief that local school districts and public libraries are important factors in community improvement, this project brought together local citizens to participate in a team planning process. A primary component of the project was a three-day training seminar during which a five-member team comprised of a school principal, a school librarian, a classroom teacher, a public librarian, and a public library trustee developed skills and worked toward a mutually planned objective. Four communities participated in the pilot project.

The EURP demonstrated interagency cooperation at two levels—between the two state agencies sponsoring the project and between public and school libraries at the local community level. Such community cooperative planning increases program effectiveness by concentrating resources in a systematic manner.

The Illinois State Board of Education and the Illinois State Library will provide technical assistance to school districts, libraries, and communities in planning school/public library cooperation. To request assistance or share experiences, please contact Preston Levi, Illinois State Library, Centennial Building, Springfield, Illinois 62756, 217/785-0318 or Dr. Lawrence K. Werner, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777, 217/782-0762.

This model is presented in two publications. The Training Manual describes the purpose, key responsibilities, and activities of the step-by-step process for planning effective use of resources. A Resource Supplement includes materials for use in the various steps and content and experiential learning activities in communications, group dynamics, change principles, problem solving/planning, and resource awareness. The two booklets are cross-referenced.

The pilot project and this publication are based on cooperation. The Secretary of State, Illinois State Library, Library Development Group; the Illinois State Board of Education, Department of Local Educational Agency Services, Illinois Resource and Dissemination Network; the Rolling Prairie Library System; and the Illinois communities of Assumption, Mt. Pulaski, Neoga, and Sullivan developed this training process. We acknowledge this effort and encourage others to explore cooperative relationships.



Jim Edgar
Secretary of State
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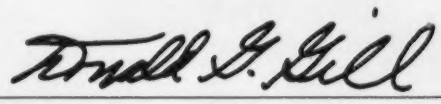

Donald G. Gill
State Superintendent of Education

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Introduction

This Resource Supplement is a compilation of materials to use in a seven-step process for school/public library cooperation. The process is described in a separate Training Manual.

Materials in the Supplement are lettered for reference to selected steps in the Manual. The supplement begins with statements for obtaining background information on team members during an orientation meeting (Step 4.) Other materials relate to Step 6, a three-day training seminar, during which systems personnel convene community teams for skill development and cooperative planning.

For each area of the training seminar (communications, group dynamics, change principles, problem solving/planning, resource awareness), this supplement contains discussion material and/or experiential learning activities. A sample agenda and an evaluation form for the seminar are also included. Staff instructions provide additional information for planning and conducting the seminar. A list of resource agencies which serve Illinois and are possible presenters in the Resource Awareness phase of the seminar completes the publication.

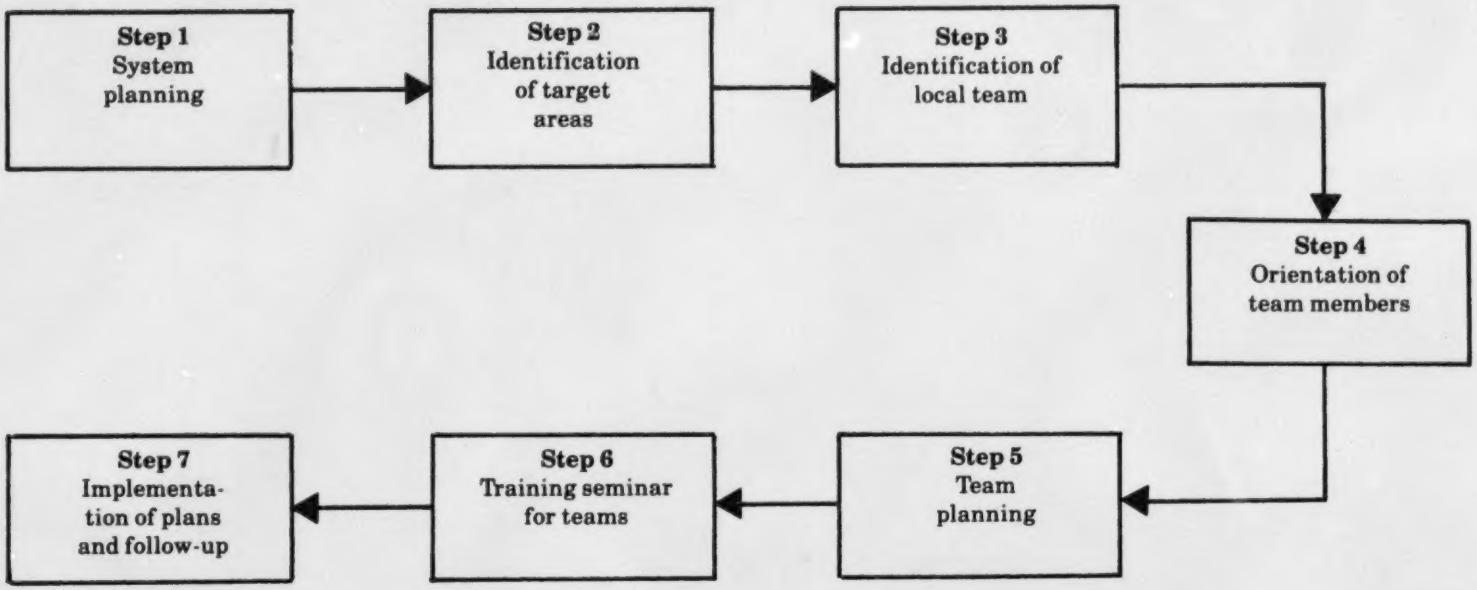
These materials may be used as part of an entire training seminar, as individual units, or adapted for other needs. In addition, users may want to add other areas to this package. The loose-leaf pages allow for easier reproduction of materials.

School/Public Library Cooperative Planning Project Objectives

As a result of the school/public library cooperative effort, local community teams are expected to:

- Recognize and utilize resources of the team members, other community teams, and other resource systems.
- Know the value of, and be able to apply, problem solving techniques.
- Understand the dynamics of groups or organizations in a planning process.
- Increase awareness of available resource systems, services and materials, and accessing procedures.
- Clarify the role of library/media personnel in coordinating resource utilization.
- Become aware of successful dissemination practices/strategies.
- Develop a tentative plan for effective use of resources for their communities.
- Serve as a network (model) for sharing information and processes with other communities.

School/Public Library Planning Process



Activities and key responsibilities involved in each step are described in the Training Manual.

Step 4

Team Orientation

Background Information on Team Members

Collecting background information on team members prior to training helps systems personnel more adequately work with community teams. The following imperative statements are suggested for acquiring a profile on team members and predicting the participant's commitment to school/public library cooperation.

For the Principal

1. Describe your school district. Include the numbers of students, teachers, attendance centers, and grade levels in district.
2. Describe the strengths of your district's educational program.
3. Describe how students and faculty currently use the school library/media center.
4. Describe the ways students in your district currently use the public library.
5. Describe how you have used the services of your Regional Library System.

For the Teacher

1. Describe how you generally use the school library in your building.
2. Describe how you involve your students in using the school library.
3. Describe how you generally use the public library.

For the School Librarian

1. Describe the school library (libraries) in your district. Include the number of volumes, the hours open, kinds of AV materials, number and ages of students, kinds of materials having the highest circulations.
2. Describe the most effective use students and faculty currently make of the school library/media center.
3. Describe the greatest strengths of the public library in your community.
4. Describe how you have used the services of your Regional Library System.

For the Public Librarian

1. Describe the public library in your community. Include the number of volumes, the hours open, the kinds of AV materials, kinds of materials having the highest circulations.

2. Describe the public library's activities and services for students, faculty members, and other community members.

3. Describe the strengths of the school library in your community.

4. Describe how you have used the services of your Regional Library System.

For the Public Library Trustee

1. Describe your community. Include information on the population, where people work, the civic attractions, what people do for recreation.

2. Describe the public library's activities and services for students and faculty members.

3. Describe the strengths of the school library in your community.

For All Team Members

1. One problem in using resources in my community is...

2. This training program will be a success if...

Step 6

Training Seminar

Suggested Agenda

School/Public Library Cooperative Planning Seminar

Phase 1: Training for Improvement Efforts

8:30-8:45 — Registration/Coffee

8:45-8:55 — Welcome

8:55-9:15 — Purpose
Expected Outcomes
Agenda Overview
Staff Introductions

9:15-11:30 — Communication Processes/Activities

11:30-11:45 — Get-Acquainted Activity

11:45-12:45 — LUNCH

12:45-1:15 — Group Dynamics

1:15-1:20 — Transition Time

1:20-2:20 — Group Dynamics Activities

2:20-2:30 — Transition Time

2:30-3:00 — Principles/Strategies for Change

3:00-3:15 — Wrap-Up

Phase 2: Problem-Solving/Planning Model

8:30-8:45 — Interaction/Coffee

8:45-9:05 — Key Factors in School/Public Library Cooperation

9:05-9:15 — Problem-Solving/Planning Processes for Developing a Local Plan

9:15-9:25 — Transition Time

9:25-11:45 — Small Group Work by Teams (Clarifying Philosophy; Establishing Purpose; Assessing Needs; Identifying Goals; Conducting Force-Field Analysis)

11:45-12:45 — LUNCH

12:45-2:35 — Small Group Work by Teams (Continue Working with Planning Processes: Resource Identification; Activity Planning)

2:35-2:45 — Break

2:45-3:30 — Small Group Work by Teams (Continue Working with Planning Processes: Activities)

3:30-4:00 — Job Alike Sharing Session

4:00-4:15 — Summary

Phase 3: Resource Awareness

8:30-8:45 — Interaction/Coffee

8:45-9:10 — Illinois State Board of Education as a Resource System

9:10-9:35 — Regional Library System as a Resource System

9:35-10:00 — ILLINET as a Resource System

10:00-10:15 — Break

10:15-10:40 — CEMREL as a Resource System

10:40-11:00 — Teams Sharing Plans

11:00-11:30 — Wrap-Up/Evaluation

Step 6

Training Seminar

Suggested Seminar Evaluation

Instructions: Respond to each item by making a circle around the number which best describes your response or by making a check in the appropriate space.

1. To what extent were the objectives of the training session achieved?

1	2	3	4	5	6
Not at All					To a Great Extent

Comments:

2. To what extent were the format and organization (schedule, sequence of events, etc.) appropriate?

1	2	3	4	5	6
Not at All					To a Great Extent

Comments:

3. To what extent were the facilities/meeting room(s) satisfactory for this session?

1	2	3	4	5	6
Not at All					To a Great Extent

Comments:

4. To what extent do you understand your role as a member of the community/district planning team?

1	2	3	4	5	6
Not at All					To a Great Extent

Comments:

5. The length of this training program was

_____ appropriate _____ too brief _____ too lengthy

6. What parts of the training session were the most helpful? Why?

7. Should some parts of the training receive more emphasis? Why?

8. Do you need *additional information or training* at this time or in the near future to fulfill your role as a member of the community/district planning team?

Yes____ No____

If yes, what would you suggest?

9. To further develop and carry out your plans, what kinds of follow-up services or other resources will you need? (Check as appropriate).

___ other internal district resource people (teachers, administrators, librarians, etc.)
___ community resource materials/people
___ university resource materials/people
___ Regional Library System resource materials/people
___ Illinois State Board of Education resource materials/people
___ Other (specify)_____

11. Indicate your position:

____ Public Librarian
____ School Librarian
____ Teacher
____ Public Library Trustee
____ Principal
____ Superintendent
____ Other (specify)_____

GENERAL COMMENTS:

Step 6

Training Seminar

Guidelines for Group Facilitators

The facilitator(s) may find these suggestions useful in leading the team(s) through the various activities in this Resource Supplement.

The facilitator role includes providing leadership such as:

- explaining the facilitator role,
- organizing the group,
- defining and clarifying the task to be accomplished,
- providing direction toward task accomplishment,
- maintaining an appropriate working relationship amcng the group members,
- focusing on processes, rather than providir g content recommendations.

The facilitator assists the group by:

- arranging the physical setting appropriate for the task, i.e., seating arrangement;
- making sure that all group members know each other;
- working to obtain maximal participation, i.e., taking turns, polling, asking opinions of others;
- checking for understanding between members (paraphrasing, questioning, reiterating);
- keeping the group within the timelines for discussion on identified issues;
- leading the group in brainstorming of issues when appropriate;
- maintaining discussion at the issue level rather than personal level when differences arise;
- summarizing discussions;
- leading the group to generate alternative solutions and explore implications of the solutions;
- identifying and clarifying decisions reached by the group;
- identifying areas in which decisions are still needed;
- checking out with the group on progress toward task accomplishment and what remains to be completed.

Step 6

Training Seminar

Communications (Introduction)

The following activity may be used as an introduction to illustrate communication problems and the need for giving very clear directions. The presenter can read it to the group as an icebreaker or ask participants to read individual sections.

Halley's Comet Communique

A school superintendent told the assistant superintendent the following:

"Next Thursday at 10:30 a.m., Halley's Comet will appear over this area. This is an event which occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on their athletic fields and explain this phenomenon to them. If it rains, then cancel the day's observation and have the classes meet in the auditorium to see a film about the comet."

Assistant superintendent to school principals:

"By order of the superintendent of schools, next Thursday at 10:30 a.m., Halley's Comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you will be shown films, a phenomenal event which occurs only once every 75 years."

Principals to teachers:

"By order of the phenomenal superintendent of schools, at 10:30 a.m., next Thursday, Halley's Comet will appear in the auditorium. In case of rain over the athletic field, the superintendent will give another order, something which occurs once every 75 years."

Teachers to students:

"Next Thursday at 10:30 a.m., the superintendent of schools will appear in our school auditorium with Halley's Comet, something which occurs every 75 years. If it rains, the superintendent will cancel the Comet and order us all out to our phenomenal athletic field."

Students to parents:

"When it rains next Thursday at 10:30 a.m. over the school athletic field, the phenomenal 75-year-old superintendent of schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Halley and the Comets."

...freely adapted from Bole and Associates "Boles Letter."

Step 6

Training Seminar

Communications

Name of Activity: Listening/Summarizing/Understanding

Purpose: To understand the necessity of listening to each other with comprehension (understanding) as opposed to merely hearing words.

Group Size: Unlimited number of triads (groups of three).

Time Required: Approximately 45 minutes.

Materials Required: Topics for Discussion sheets and Questions for Discussion sheets (Resources F1 and F2) for each triad.

Physical Setting: Triads should separate from each other to avoid outside interference.

Directions:

1. Facilitator forms participants into triads and distributes Topics for Discussion sheets.

2. Participants in each triad number themselves A, B, or C. One person acts as observer and the other two participate as a speaker and a listener. Speaker A chooses a topic from those listed or one of his/her own choice.

3. The discussion is to be unstructured except that before each participant speaks, he/she must first summarize in his/her own words and without notes what the other person said previously. If the speaker and/or the observer think the summary is incorrect, they may interrupt to clear up any misunderstanding.

4. Participant A begins as speaker. Participant B begins as listener and participant C as observer. After approximately seven minutes of discussion, participant B becomes the speaker, participant C the listener, and participant A the observer. The new speaker chooses another topic. After another seven minutes, C becomes the speaker. After another seven minutes, the facilitator halts the discussions, distributes Questions for Discussion sheets, and conducts a discussion based upon the questions.

Listening Triads Activity

F1 Topics for Discussion

Participants may use, but are not limited to, the following topics:

- Alcohol/Drug Problems in the Community
- Censorship
- Confidentiality and the Right to Privacy
- Violence and Vandalism
- Public Library-School Relationships
- School-Community Relationships
- Stress Management
- Job Burnout

F2 Questions for Discussion

Facilitators can initiate discussion of this activity by using these or similar questions:

(Directed to the speakers)

- Did the listener listen to you?
- Did the listener accurately summarize what you were saying?
- Did the listener seem to understand what you were saying?

(Directed to the listeners)

- Did you listen to the speaker?
- Did you accurately summarize what the speaker was saying?
- Did you understand what the speaker was saying?

(Directed to the observer)

- Did you observe listening taking place?
- Did you observe summarizing taking place?
- What other communication behaviors occurred during the interchange between speaker and listener?

Step 6

Training Seminar

Communications

Name of Activity: One-Way and Two-Way Communications

Purposes: 1) To realize that two-way communication is superior to one-way communication; and 2) to examine the application of communication in family, social, and occupational settings.

Group Size: Minimum of ten.

Time Required: Unlimited.

Materials Required: Chalkboard, chalk, and eraser; two sheets of paper and a pencil for each participant; reproductions of Chart I and Chart II. (Illustrated in Resources G1 and G2.)

Physical Setting: Participants face the front of the room and sit in such a way that it will be difficult to see each other's drawings. In the first phase of the exercise, the demonstrator turns his/her back to the group or stands/sits behind a screen.

Directions:

1. The facilitator may wish to begin with a discussion on communication (content, direction, networks, or interference) and tells the group they will be experimenting with the directional aspects of communication in this exercise.

2. The facilitator selects a demonstrator and one or two observers. Participants receive a pencil and two sheets of paper and are told that the demonstrator will give them directions to draw a series of squares. They are to draw the squares exactly as they are told and may neither ask questions nor give audible responses.

3. While the demonstrator studies the diagram of squares for a couple of minutes, the facilitator instructs the observers to take notes on the behavior and reactions of the demonstrator and/or the participants.

4. The facilitator asks the demonstrator to quickly and accurately tell the group what to draw. The group cannot ask questions nor give audible reactions.

5. When the demonstrator has finished describing the diagram, each participant estimates the number of squares he/she has drawn correctly.

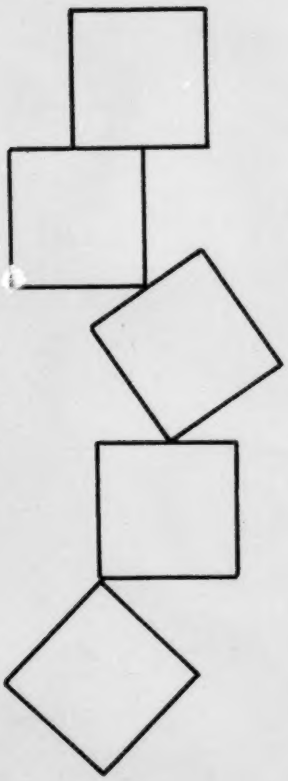
6. Repeat the experience with the following modifications: the demonstrator uses Chart II, faces the group, and replies to questions from the group.

7. The group then sees the master charts for the two sets of squares to determine their individual accuracy. A discussion on time, accuracy, and level of competence should follow, calling upon "back-home" experience and application. The observers then offer their data, and the group compares it to the data from the first phase of the discussion.

Adapted from Harold J. Leavitt's material on managerial psychology.

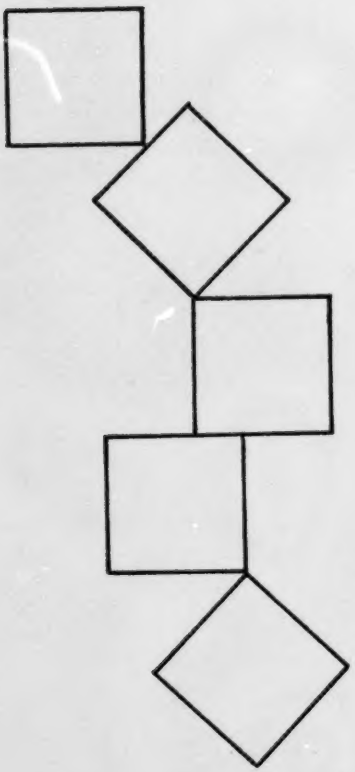
G1

Chart I. One-Way Communication



INSTRUCTIONS: Study the figures above. With your back to the group, instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. Do not answer questions.

Chart II. Two-Way Communication



INSTRUCTIONS: Study the figures above. Facing the group, instruct the participants how to draw them. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat answers, if necessary.

Step 6

Training Seminar

Communications

Name of Activity: Verbal and Nonverbal Communication

"Communication by Voice and Action," (1979), Centron Films, 1621 West Ninth Street, Lawrence, Kansas 66044. Loan available through Illinois State Board of Education, Media and Resources Center, 100 North First Street, Springfield, Illinois 62777.

Purpose: To illustrate various types of nonverbal communication and how verbal and nonverbal elements reinforce each other. Both positive and negative nonverbal behaviors are illustrated.

Group Size: Twenty-five people or less.

Time Required: Film length is 14 minutes. Time for discussion is flexible.

Materials Required: Film.

Physical Setting: Room set up in classroom style.

Directions:

1. Introduce the film with a discussion on various types of nonverbal behavior and some of the types of nonverbal communication illustrated in the film. Discuss the relationship between verbal and nonverbal behavior.

2. After the film, discuss the different types of communication shown and apply them to the participants' own situation. The "Nonverbal Cues in Group Communication" (Resource H1) may also be used for discussion.

This material can serve as handout when discussing the film "Communication by Voice and Action."

Nonverbal Cues in Group Communication

Body Cues

Involvement	Withdrawal/Rejection
Person exhibits these behaviors:	Person exhibits these behaviors:
Alertness	Sits in slouched position
Involvement in activity	Lacks involvement in activity
Maintains eye contact with speaker	Avoids eye contact
Faces center of group	Turns sideways or outward
Ignores distractions	Attends to non-group activity
Responds to others	No response to others
Takes notes	Doodles

Affective Cues

Positive	Negative
Person exhibits these behaviors:	Person exhibits these behaviors:
Smiles	Frowns
Nods head	Shakes head side to side
Maintains eye contact	Lacks eye contact
Laughs	Sighs, rolls eyes
Jokes	Uses sarcasm

Emotional Cues

Tension	Tension Reduction
Person exhibits these behaviors:	Person exhibits these behaviors:
Stutters, stammers	Sighs
Extensive head movements	Laughs, giggles
Incomplete sentences	Yawns, stretches
Interrupts self	Jokes inappropriately
Changes voice	Stands, walks around
Hesitant speech	
Rapid speech	

I

Step 6

Training Seminar

Group Dynamics

The following outline can serve as a basis for a brief presentation to provide participants with a common background before the experiential activity.

I. Introduction

A. Why look at groups?

1. To identify patterns of behavior and coping techniques.
2. To determine what behaviors are appropriate in a given group.

II. Focus/Dimensions

A. *Task* or *Content*—"What" the group is working on

B. *Process*—"How" the group is working together

1. Group dynamics focuses less on "what" (content) and more on "how" (process).
2. Group dynamics is the study of group development, participation, influence, decision making, problem identification and solution, planning, evaluation, communication patterns, managing differences, and role patterns.

III. Stages/Characteristics of Group Development

A. Polite Stage

1. Getting acquainted
2. Polite conversation
3. Saying acceptable things for group approval
4. Avoiding controversial issues
5. Usually lasts brief period of time

B. "Why We're Here" Stage

1. Determining purpose of meeting; desired outcomes; agenda
2. Moves to this level when leader identifies purpose or member asks "What's on the agenda for today?"
3. Persons begin to express own ideas
4. Commitment begins to emerge
5. Cliques form
6. Hidden agendas emerge as members push ideas
7. Active participation by most members
8. Redefine task/bring back to issue

C. Bid for Power

1. Rationalizing of position on issue
2. Attempts to convince appropriateness of position
3. Many participants become silent, closed-minded
4. Struggle for leadership
5. Cliques emerge; domination may occur
6. Conflict begins, unwillingness to negotiate solutions
7. Roles become important
8. Number of unsolicited comments
9. Number of comments-no response
10. Hierarchy in group visible—expressed, unexpressed
11. Evidence of differences, subordination, attempts to control

D. Constructive Stage

1. Individuals are willing to change preconceived ideas
2. Ask questions to each other to clarify issues and implications
3. Leadership shared among members
4. Conflict is at issue level not personal level
5. Behaviors occurring:
   a. Clarifying questions, summarizing
   b. Creative problem-solving processes and negotiating
   c. Staying on target or task
   d. Constructive and productive discussion
   e. Number of real questions directed at others to bring out relevant facts
   f. Comments
      - "I never thought of that"
      - "I believe you have a point"
   g. Persons shift positions on issues

E. Esprit de Corps Stage

1. Group constructive and productive, creative
2. High trust level/respect among members
3. Relationships empathetic
4. Don't necessarily agree on all issues but respect views and agree to disagree

IV. Elements

A. Decision making
B. Communication Patterns
C. Climate
D. Norms

V. Group Member's Concerns

A. Identity

1. What is my role?
2. What's expected of me?
3. Where/how do I fit?

B. Power

1. Who will control?
2. How much influence will I have?

C. Intimacy

1. How close will I be?
2. What will be the trust level?
3. How will I fit?

VI. Human Relations Principles

A. Everyone wants to be treated with dignity and respect.
B. Almost everyone wants to play a significant part in decisions affecting his/her life's work.
C. Almost everyone wants to do a good job.
D. People are generally doing the best they know how.
E. Judgmental statements and excessive criticism create defensiveness.

Step 6

Training Seminar

Group Dynamics

Name of Activity: Group Dynamics

Purposes: 1) To demonstrate key roles group members play in task groups; and 2) to give participants an opportunity to experience and evaluate the influence of group behavior on task achievement.

Group Size: Six to fifteen participants.

Time Required: Approximately 60 minutes.

Materials Required: Case study sheet and role cards (see Resources I2 and I3).

Physical Setting: Room large enough to accommodate six to fifteen participants seated in circles.

Directions:

1. Facilitator explains objectives of this activity and the sequence of events:
   a. Organize the group and distribute role cards and assignment for the group (5 minutes).
   b. Group works on task (20 minutes).
   c. Group identifies behavior that was helpful or least helpful (15 minutes).
   d. Facilitator leads group in identification of member roles (5 minutes).
   e. Facilitator elicits individual learnings (10 minutes).
2. Distribute role assignments (as outlined in Resource I3) to each group member and instruct them to do the following:
   a. Keep their role confidential.
   b. Reveal their role through their behavior during the activity.
   c. Play the role in as *natural* a way as possible; *do not "over-kill"* as this will defeat the purposes of the activity.
3. Give the group an assignment. (The Resource I2 case study can be used as is or adapted to specific audiences.)

4. Direct the group to start working on the task, playing the assigned roles.

5. After the activity, lead the group to focus on their experiences during the activity by considering:

   a. What behaviors were most helpful in the group's work on its task? Why?

   b. What behaviors were least helpful in the group's work on its task? Why?

   Points of discussion should be recorded on chalkboard or newsprint.

6. Ask the group to discuss alternative ways of handling the dysfunctional behaviors which were identified.

7. Explain the roles assigned and ask group members to identify persons assigned those roles.

8. Lead group to summarize major learnings.

I2 Group Dynamics Activity

Case Study

Pupil enrollment in your elementary school district has declined 30 percent over the past five years. There are three K-6 buildings and one 7-9 building in the district. One of the elementary buildings has been declared unsafe because of various Life-Safety Code violations. Class size at each of the three K-6 centers dropped to an average of 15 students last year and an average of 21 students at the junior high school. All teachers are on tenure with approximately 90 percent of the teachers working in their present position for 10 years or more. The majority of teachers, about 75 percent, belong to the local teacher organization.

The superintendent has asked your group to make recommendations to the board of education for (1) closing the unsafe school, (2) restructuring the teacher/student ratio, and (3) reducing the size of the staff. This is your first meeting.

This material should be reproduced on 3 x 5 cards so that each card has one role description on it. Duplicate cards may be used for groups larger than six members. However, it is suggested that there be only one "Initiator/Leader" role per group.

Roles for "Group Dynamics" Activity

Initiator/Leader

A. Organizes the group.
B. Helps start discussion.
C. Introduces new ideas and raises questions.
D. Defines group problems.
E. Proposes goals and objectives.
F. Leads group to decision-making points.

Gatekeeper

A. Helps to keep group on topic.
B. Encourages others to participate.
C. Helps to keep communication channels open.
D. Periodically checks timelines.
E. Points out when group gets off agenda.

Informer/Summarizer

A. Offers facts and opinions.
B. Interprets ideas or suggestions of others.
C. Defines terms.
D. Clarifies issues for others in group.
E. Pulls together related ideas.
F. Summarizes decisions made by group.

Conformist

A. Agrees with almost anything that is said by other group members.
B. Checks what others think before taking a position.
C. Is very careful not to offend anyone in group.
D. Sometimes states other's ideas as his/her own.

Dominator

A. Talks loudly and often.
B. Interrupts and overrides others.
C. Tries to manipulate others by authority or superiority.
D. Sometimes tries to control by means of flattery or other forms of patronizing behavior.

Blocker/Resister

A. Tries to keep group from completing its task.
B. Engages in dysfunctional behaviors (moving off topic, displaying hostility, joking around when the group should be serious, etc.).
C. Disagrees and opposes frequently.
D. Sometimes uses a "hidden agenda" to thwart the movement of a group.

Step 6

Training Seminar

Change Principles

The following material can serve as a basis for a brief presentation to provide participants with a common background.

Change is inevitable. Educators and librarians should manage change in a systematic manner, rather than becoming passive victims of change.

Resistance to Change

Resistance to change may be regarded as a normal response. People resist change for some of the following reasons:

Force of habit inhibits change.
Change disturbs the status quo.
Change is contrary to learned patterns.
Change attacks norms or values that are "sacred."
Change may be perceived as an admission of failure.
Reasons for change may be unclear, or misunderstood, or in conflict with personal goals.
Change can represent a challenge to authority.
Anything "not invented here" may be resisted.
Change may increase or decrease work load.
People may feel powerless to make changes.

However, people can overcome resistance to change. The theories of Kurt Lewin and others indicate that resistance to change is greatly reduced if persons involved in the change have participated in the planning and decision-making processes rather than having the change imposed on them. Groups using the Force-Field Analysis and problem solving/planning processes described in this manual can expect positive support for change efforts in their communities. The tentative plans developed by the community teams during the seminar should be shared with their communities to secure further input and involvement.

Adoption Process

Improvement efforts may occur through adoption/adaption of validated programs or practices or through a locally developed program designed to meet specific needs.

Researchers have identified the following five phases in the process of individual adoption of an innovation:

A. **Awareness**

During the initial *awareness* stage, individuals are exposed to, and become aware of, innovation. As yet, they have only a passive interest and do not necessarily seek further information. The method of presenting the innovation may well determine if persons are motivated to move on to the other stages.

B. **Interest**

The *interest* stage is characterized by active information seeking about the innovation. Although individuals have an interest in and a generally open attitude toward the innovation, at this stage they have not made a judgment about its suitability. As they gather more information, they form positive or negative attitudes prompting them to move on to the next phase or to decide against adoption.

C. **Evaluation**

The third stage, *evaluation,* is a period of "mental trial" of the innovation, a necessary preliminary to the decision to make a "behavioral trial." Individuals apply the innovation to their own situation and decide if it is worth the effort.

D. **Trial**

In the *trial* stage, individuals use the innovation on a small scale to find out how it will actually work. Using the innovation on a temporary or probationary basis before moving on to true adoption is an alternative.

E. **Adoption**

In the *adoption* stage, individuals consider the results of the trial and decide to adopt (or reject) the innovation. Even with a favorable decision, however, true adoption occurs only when the innovation becomes routinely integrated on a day-to-day basis.

Adopter Categories

Since individuals respond differently to an improvement effort, they can be characterized as follows:

1. *Innovators*—the first 2.5 percent to adopt; venturesome and willing to accept risks.
2. *Early Adopters*—the next 13.5 percent to adopt; respected and regarded as models.
3. *Early Majority*—the next 34 percent to adopt; deliberate and willing to consider innovations only after peers have adopted them.
4. *Late Majority*—the next 34 percent to adopt; skeptical, need an overwhelming pressure or influence from peers before adoption occurs.
5. *Laggards*—the last 16 percent to adopt; tradition-bound and oriented to the past. A mandate may be required to motivate this group.

Communication and Adoption

Different types of communication have different effects on the change process. For instance, *media* can provide awareness. *Trusted literature* can create awareness and provide the information about a program or practice. *Consultants* can move the process through evaluation and trial and initial implementation. *Trusted peers* can move the practice through all stages including adoptions. A combination of all techniques should be considered in getting a program or practice adopted/adapted and "in place" in the community.

Step 6

Training Seminar

Problem-Solving/Planning Model

Name of Activity: Problem-Solving/Planning Model

Purpose: To develop a tentative action plan for a community improvement project.

Group Size: Up to 10 participants.

Time Required: Worksheet I — approximately 30 minutes
Worksheet II — approximately 60 minutes
Worksheet III — approximately 60 minutes
Worksheet IV — approximately 30 minutes
Worksheet V — approximately 90 minutes

Materials Required: One copy of each worksheet (Resources K1-K5) for each team member.

Physical Setting: Space for the team to plan without outside interferences.

Directions:

1. Explain facilitator's role. (Refer to Resource D.)

2. Direct team members to identify a team leader and a recorder.

3. Explain the purpose of the problem solving/planning process and anticipated planning to be done after the seminar.

4. Introduce all five worksheets. Explain that although the team will experience each step of the problem solving/planning process, they will not have enough time to thoroughly complete each of the five steps.

5. For *Worksheet I,* (Philosophy and Purpose), teams should have conducted a prior planning meeting (see Step 5 in Training Manual) to review philosophy of school/public libraries, discuss services each provides, and gain some ideas about their focus for the planning seminar. The facilitator leads the team to finalize philosophy and purpose from the meeting for Worksheet I.

6. On *Worksheet II,* (Needs Assessment), team members identify the constraints and kinds of information needed for planning. Even if the team has done some prior work in this area, they should work through this process and record their decisions.

7. *Worksheet III,* (Goals and Objectives), is based on information from Worksheet II. Teams should focus on concepts and not be concerned with semantics. (Statements can be reworded later.) The Force-Field Analysis is a problem-solving technique which should follow the Goals and Objectives. The facilitator should explain and proceed through the steps of the Force-Field Analysis, as explained in Resource L.

8. *Worksheet IV,* (Resource Identification), leads the team to focus on internal or local resources. External resources will be introduced later in the seminar through large group presentations and handouts.

9. On *Worksheet V,* (Activities), the team develops specific activities and identifies persons, resources, costs, timelines, and evaluation methods for each objective on Worksheet III. Teams should select an objective achievable during the first year and develop activities for as many objectives as time permits. The strategies from the Force-Field Analysis should be helpful in identifying activities. The facilitator may need to provide technical assistance to the team on evaluation strategies. The team should identify their next meeting date, when they will report to administration, and other commitments. They should also identify needed follow-up technical assistance and report this to the Seminar Coordinator(s).

Sample worksheets
appear on pages 28-33.

K1

Planning Seminar

Worksheet I

Philosophy & Purpose Statements

Step 1

Local Board of Education goals or philosophy:

Public library goals or philosophy:

Step 2

Purpose(s) for this planning effort:

Step 3

Public libraries/schools to be targeted:

Planning Seminar

Worksheet II

Needs Assessment

Identify needs or problems that interfere with purpose(s), then prioritize using column at left.

K3

Planning Seminar

Worksheet III

Goals/Objectives Development

List gaps or weaknesses apparent from needs assessment.	List goals to meet identified needs.	List objectives for each goal statement.

Planning Seminar

Worksheet IV

Resource Identification

Use this as a brainstorming aid. List specific names and expertise or resources where appropriate.

Public Librarians

School Librarians

Public Library Board

Library/Media Professional Organizations

Students

Student Organizations

Teachers (list subject area if appropriate)

Professional Educational Organizations

Principal(s)

District Level Administrators

Other Educational Agencies (colleges, universities, private schools, etc.)

Community Groups

Community Businesses, Industries, etc.

Media (radio, television, newspaper, etc.)

Illinois State Board of Education

Regional Library Systems

Others (financial, materials, etc.)

Worksheet V
Activities

Proposed Objective:

Activities	Responsible Person	Materials/Resources	Cost	Timelines Start	Timelines Complete	Evaluation

Force-Field Analysis

The Force-Field Analysis, a problem-solving technique derived by Kurt Lewin from the force-field theory in physics, studies the motion of forces as a part of a complex system. A social situation is a result of forces moving at a given time. If a situation is in a stage of equilibrium, negative and positive forces tend to cancel each other out and the situation remains unchanged. If an imbalance in the direction of the negative (blocking) or positive (promoting) forces occurs, the situation changes in the direction of the greater forces.

The Force-Field Analysis provides a process for identifying both negative and positive forces, removing or reducing the negative forces, and strengthening the positive forces. This process works well for management and staff concerns in business and industry, in educational institutions, or wherever people are working together. In order to effectively use the process, persons must make an accurate analysis of the various forces and be committed to improving a situation.

Step One — Identify the problem you wish to solve. Describe the problem as you now see it. What would the situation be like if it were ideal (i.e. your goals)?

Step Two — Brainstorm the promoting and blocking forces which affect the problem. (Promoting forces are those forces which push *towards* solution, and blocking forces are those forces which work *against* solution.)

Promoting Forces	**Blocking Forces**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Set up the Force-Field Analysis as follows:

Promoting Forces	**Blocking Forces**
1. _____	_____ 1.
2. _____	_____ 2. Solution
3. _____	_____ 3.

Step Three — Review your list, decide which two or three blocking forces are most important, and list them below.

Most Important Blocking Forces

1.

2.

3.

Step Four — For each blocking force from Step 3, list some *possible* action steps (strategies) which might reduce the effect of the force or eliminate it completely.

Brainstorm — List as many strategies as possible without worrying about how effective or practical they would be. You can later decide which ones are most appropriate.

Blocking Force 1

a.

b.

c.

d.

Blocking Force 2

a.

b.

c.

d.

Step Five — Apply these strategies when generating activities for the team plan on Worksheet V (Resource K5).

M

Step 6

Training Seminar

Team Sharing

It is important for individuals and teams to share with each other. The following options are suggested:

- Teams display their goals on newsprint in a designated area as completed. The facilitator will explain this procedure at the start of the training and lead the group through data display.

- Team members participate in a Job Alike Sharing Session in which they are grouped according to their role (i.e., all public librarians together, all teachers together). For this session facilitator(s):
  - arrange seating appropriate for discussion,
  - ask the participants to introduce themselves and briefly (two to three minutes) describe their community plan,
  - lead the group to brainstorm any issues/concerns they wish to address and record on newsprint,
  - guide the group in discussing solutions to identify issues.

- Teams report their plans in the large group during the last afternoon of the seminar. The facilitator(s) will provide a structure for this by identifying criteria and indicating a report-out procedure.

These sharing activities should encourage teams to continue communication with each other following the seminar.

Step 6

Training Seminar

Resource Awareness

The following material can serve as a basis for a brief presentation to provide participants with a common background before presentations by individual resource agencies.

Effective use of resources occurs through: 1) awareness by clients of what the resources are and how to access (acquire) these resources; 2) awareness of resource providers about their client's needs; and 3) cooperative provision of resources by resource-providing agencies to eliminate duplication. Bringing the resource provider and the resource user together at the seminar promotes resource awareness. Resource providers have direct contact with their clients. Clients learn what is available and how to request services. Resource providers interact and learn about each other.

As a result of this session, resource providers and users will acknowledge that each has a responsibility in effective use of resources.

Resource providers will realize the need to:

- promote/advertise their services,
- diagnose needs through some systematic process,
- know and understand their client's resource needs,
- acquire or develop resources based on client need,
- determine user policies that benefit both provider and client,
- build relationships with other information networks to expand their resource base and avoid duplicate efforts,
- maximize resource efforts through systematic dissemination,
- train their clients in making realistic resource requests,
- translate information into the client's level of understanding,
- evaluate the impact of the resource services,
- establish credibility for service through continual contact with clients,
- stimulate local client initiative to seek services.

Resource users will realize the need to:

- familiarize themselves with resource sources;
- make resource providers aware of their resource needs;
- comply with user policies;
- self-assess their needs before approaching the resource provider;
- make suggestions for planners and presenters;
- transmit requests for information in a clearly thought-out manner;
- acquire resources from all available sources;
- seek solutions from colleagues or other human resources, as well as from print materials;
- use resources as tools to decision making/problem solving, not as the ultimate solution;
- take initiative in locating or developing resources.

Suggestions for Planners and Presenters

In preparation for this phase of training, seminar planners need to look at all resource agencies that potentially serve the participants and invite the most appropriate and most geographically accessible ones. (A list of resource agencies appears in the back of this publication.)

Prospective presenters should be briefed about who the audience is, the purpose of the overall seminar, and how the resource utilization segment fits into the planning process. Presenters structure their own presentations, but they should be encouraged to cover these points:

- The philosophy and purpose of their organization.
- The client group(s) they serve.
- The types of services they provide.
- How clients access services, user policies and costs (if any).
- Examples of resource products they develop (if any).
- Specific assistance they can provide to the community projects planned by the teams at the seminar.

Although resource awareness is the final phase of the seminar, representatives from the resource agencies should attend the other days of the seminar to understand the nature of the groups and the team planning process. Presenters can then possibly relate to the sessions and activities in explaining their resource capability.

Suggested Alternatives to Formal Presentations

A resource room where resource-providing agencies have displays and/or representatives available for personal contact can be set up during the seminar.

Appropriate resource providers could discuss and compare their services in a panel discussion or round-table technique instead of, or in addition to, individual presentations.

Resource persons could describe or hand out materials to each team as they are working in their small groups. Team members could then discuss among themselves and with the resource provider which resources are appropriate to the activities they are planning.

Resource Availability in Illinois

Illinois has several resource networks which supply a variety of services to specific client groups. Included in the following list are resource providers located in and/or serving Illinois. Services and staff may change. Direct inquiry to the agency will provide the most accurate information about services. This is not intended to be a comprehensive listing. Some networks were omitted because of their limited policies or services; others were not known.

Adult Education Service Centers
Illinois ESL/AE Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005
312/870-4100

American Library Association
50 East Huron Street
Chicago, IL 60611
312/944-6780

Career Education Service Centers
c/o State Coordinator for Career Education
Special Programs Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-5098

CEMREL, Inc.
Midwest Regional Exchange
3120 59th Street
St. Louis, MO 63139
314/781-2900

Educational Service Regions
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-5418

ERIC Clearinghouse on Elementary
and Early Childhood Education
College of Education
University of Illinois
Urbana, IL 61801
217/333-1386

ERIC Clearinghouse on Reading
and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
217/328-3870

Gifted Area Service Centers
Educational Innovation and Support Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-3810

Illinois Career Guidance Centers
Special Programs Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-5098

Illinois Centers for Educational Improvement
Title IV ESEA
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-3810

Illinois Demonstration Network
Title IV ESEA
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-3810

Illinois Library and Information Network
Illinois State Library
Illinois Secretary of State
Centennial Building
Springfield, IL 62756
217/785-0318

Illinois Resource and Dissemination Network
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-0762

Illinois Teacher Centers
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-3810

National Diffusion Network
Illinois Statewide Facilitator
1105 East Fifth Street
Metropolis, IL 62960
618/524-2664

Special Education Service Centers
Department of Specialized Educational Services
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217/782-6601

Technical Assistance and Dissemination Network
Illinois Special Needs Population
Turner Hall 202C
Illinois State University
Normal, IL 61761
309/436-6022

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